# SOCIAL STUDIES

# LESSON PLANS

## Level 3

## Term 2

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# LESSON PLANS

## Level 3

## Term 2

eference
:xt Book used: Social studies Book 4, Author Syed habib,
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**Social Studies Lesson Plans**

**Level 3**
**Term 2**
**Week 1**

| Week | Curriculum Strand | Topic | Day | Specific Objective | Home work |
|---|---|---|---|---|---|
| 1 | Learning about our Urban and rural communities | Our Country | 1 | Students will be able to learn about districts and tehsil in NWFP | |
| 1 | | | 2 | do | H.W |
| 1 | | | 3 | The students will be able to learn that they belong to a community. | |
| 1 | | | 4 | do | H.W |
| 1 | | | 5 | Revision | |
| 1 | | | 6 | Assessment | |

| Level 3 | | Learning about our urban and rural communities |
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| Term 2 | Lesson Plan | |
| Week 1<br>Day 1 | | |

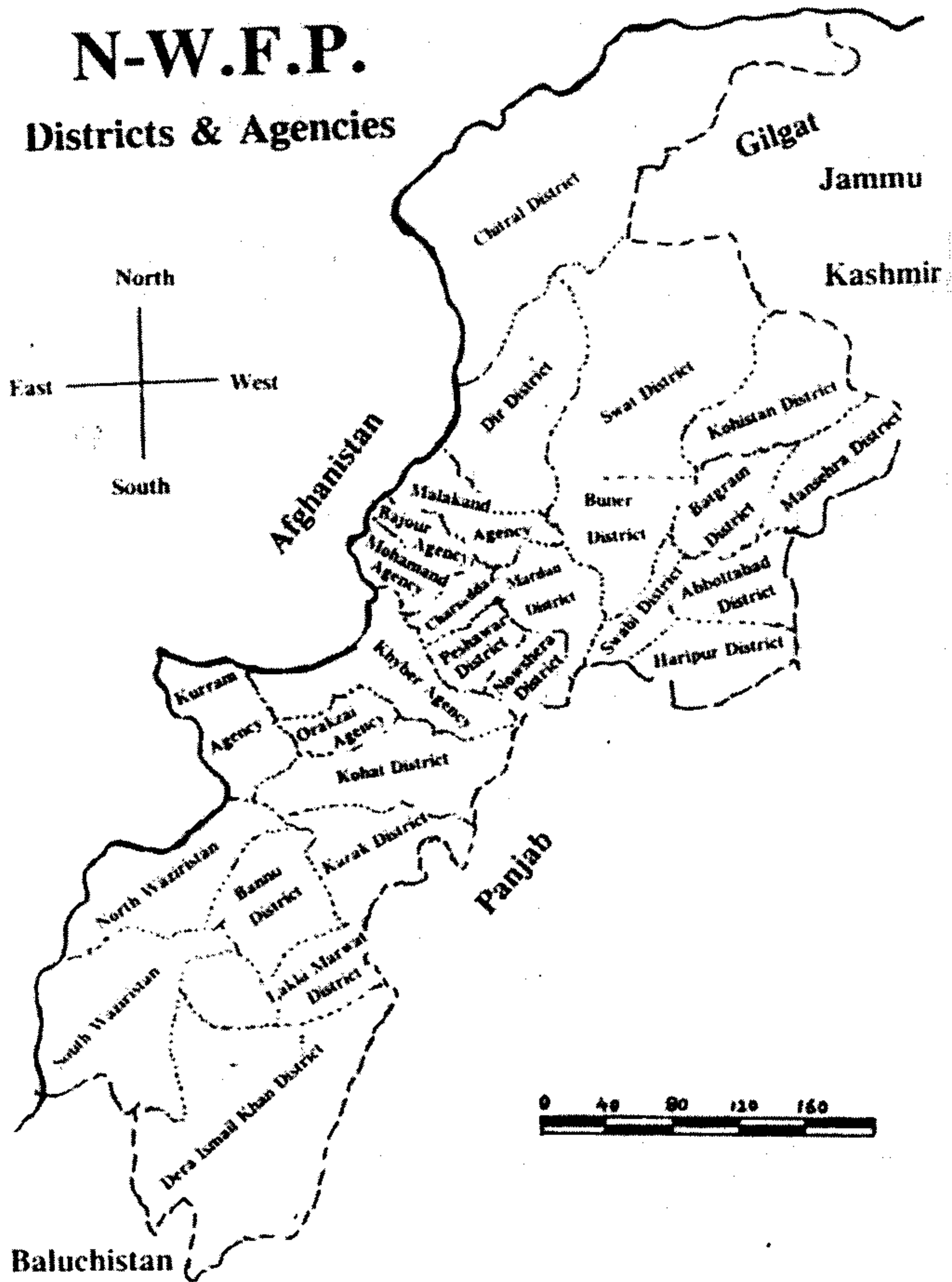
**Topic:** Our countries
**Objective:** Students will be able to learn about districts and tehsil in NWFP
**Activity:** explanation, discussion, written work
**Materials:** Map of districts, worksheet, and chalkboard
**Procedure**
**Warm-up Q/A**
Show a map showing districts to class and ask what are these areas? Listen to their responses then explain there are four provinces in our country, then each province is divided further into districts, tehsils, cities, and towns.
**Explanation**
Explain
Each province is made up of smaller areas called districts. Each district is made up of cities, towns and villages. Groups of villages are called tehsils. There can be many districts and tehsils in a province. In a province number of districts and tehsils keep on changing as new distribution of areas is done of and on by the governments
At present in NWFP there are 23 districts, and 34 tesils.

**Activity**
Distribute the map worksheet and explain the task.

- **Written work**
- What makes up a province?
- What is a tehsil?
- What is each district made up of?

How many districts and tehsils are there in NWFP?

Districts in NWFP

**Color the districts given in the map.**

| Level 3 | | Learning about our urban and rural communities |
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| Term 2 | Lesson Plan | |
| Week 1<br>Day 2 | | |

**Topic: Our Community**
**Objective:** The students will be able to learn that they belong to a community.
**Activity:** discussion, written work
**Material: Copy of the worksheet, pictures**
**Procedure**
**Warm-up Q/A**

- Ask the students to describe their neighborhoods?
- What do the houses look like? What is the road like?
- What other things are present?
- What are their neighbors like?

**Explanation/Discussion**

- Explain, all the buildings things and people around you make up your community.
- A community is a group of people living in a particular place.
- Our country is also a large community all the people of Pakistan, building etc make up this large community. Similarly cities, towns, villages all are communities.
- People live and work in a community. A village is a small community.
- A city is a large community. Villages, towns and cities have many small communities in them.
- Show the class a picture of a city and village and ask:
- What do the houses look like? Small or big
- What are the people doing?
- What else do you see in the picture?
- Cities are called urban communities and villages are called rural communities. Urban and rural communities are different in many ways such as buildings, use of land, transportation, and occupations of people.
- Rural Communities have lots of open space, farm, and animals. They have fewer people and less traffic. People living around the town or village (eg. farmers) are part of that community.
- Urban Communities have tall buildings, and lots of cars, stores and people.
- Some things are found in both rural and urban communities (eg, schools and roads).
- Discuss by asking these questions
- What is a community?

- What do rural communities have?
- What do urban communities have?
- What type of community your village is?

**Wrap-up Q/A**

Conduct an oral quiz.

- What is a community?
- What do rural communities have?
- What do urban communities have?

What type of community your village is?

Pictures City Town and village

| Level 3<br><br>Term 2<br><br>Week 1<br>Day 3 | **Lesson Plan** | **Learning about our urban and rural communities** |
|---|---|---|

Topic: Our Community

**Objective:** The students will be able to learn that they belong to a community.

**Activity:** discussion, written work

**Material: Copy of the worksheet, pictures**

**Procedure**

**Warm-up Q/A**

**Revise the information discussed in the previous lesson.**

**Written work**

Fill in the blanks:

- Cities are called________________________ communities.
- Villages are called______________________ communities.
- Our country is a _________________community.
- A village is a small______________.
- A city is a large__________________.

- What is a community?
- What do rural communities have?
- What do urban communities have?
- What type of community your village is?

| **Level 3** | | **Learning about our urban and rural communities** |
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| **Term 2** | **Lesson Plan** | |
| **Week 1** | | |
| **Day 4** | | |

- Revision

| **Level 3** | | **Learning about our urban and rural communities** |
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| **Term 2** | **Assessment** | |
| **Week 1** | | |
| **Day 5** | | |

**Use worksheets and questions given with the lessons.**

**Social Studies Lesson Plans**

**Level 3**
**Term 2**
**Week 2**

| Week | Curriculum Strand | Topic | Day | Specific Objective | Home work |
|---|---|---|---|---|---|
| 2 | Learning about our Urban and rural communities | Our Community | 1 | The students will be able to learn that a city is a large community | |
| 2 | | | 2 | do | H.W |
| 2 | | | 3 | . | |
| 2 | | | 4 | do | H.W |
| 2 | | | 5 | Revision | |
| 2 | | | 6 | Assessment | |

| Level 3<br><br>Term 2<br><br>Week 2<br>Day 1 | Lesson Plan | **Learning about our urban and rural communities** |
|---|---|---|

**Topic: Our Community**
**Objective:** The students will be able to learn that a city is a large community
**Activity:** discussion, written work
**Material: Copy of the worksheet, pictures**
**Procedure**
**Warm-up Q/A**
Ask have you ever been to a big city? What did you see there? What does it look like? What does it has? Is city a community? Is it a large or a small community?
Listen and discuss their responses then explain:
**Explanation**
A city is a planned area or settlement. A city is a large community.
I n cities there are many buildings big and small. Large number of people lives in a city.
People in a city live in houses or apartments made with bricks and cement.
They work in office buildings, factories, and commercial areas.
A city has many shops and markets, hotels, hospitals, parks, schools, colleges and universities.
There are mettle roads in a city.
Many services are available to people in a city such as transport, banks, post offices, fire station, police station, railway station, and airport. The municipality works to clean the streets, to check the functioning of water supply and sewerage. The electricity and gas departments provide the electricity to the city.
Life in a city is very fast every one is busy in his/her work. People follow various professions such as doctors, engineers, teachers, factory workers, architects, bankers, businessmen and many more.
In cities there are better jobs, and health, education facilities, that is why people migrate from rural areas to cities.
**Wrap-up Q/A**
Conduct an oral quiz
What is a city?
What kinds of buildings are there in a city?
What services are available to people in a city?
What kinds of professions do people follow in a city?
Why do people migrate from rural areas to cities?

| Level 3<br><br>Term 2<br><br>Week 2<br>Day 2 | **Lesson Plan** | **Learning about our urban and rural communities** |
|---|---|---|

**Topic:** Our Community
**Objective:** The students will be able to learn a city as a large community
**Activity:** Revision, written work
**Material:** notebooks, chalk board
**Procedure**
**Warm-up Q/A**
Revise the information introduced in the previous lesson
**Written work**
What is a city?
What kinds of buildings are there in a city?
What services are available to people in a city?
What kinds of professions do people follow in a city?
Why do people migrate from rural areas to cities?

| Level 3<br><br>Term 2<br><br>Week 2<br>Day 3 | Lesson Plan | **Learning about our urban and rural communities** |
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**Topic: Our Community**
**Objective:** The students will be able to learn about few major cities of Pakistan
**Activity:** Explanation written work
**Material:** notebooks, chalkboard
**Procedure**
**Warm-up Q/A**
Do you know what are the big cities of Pakistan? Lahore, Karachi, Peshawar and Quetta Islamabad are major cities of Pakistan. Have ever been to any of these cities?
Then tell today we will learn about Lahore and Peshawar.
**Explanation**
**Lahore**
Lahore is one of the oldest cities and the second largest city in Pakistan, lies close to the border with India on the Ravi, a tributary of the Indus. The city is the capital of the province of Punjab in northeast Pakistan, as well as its principal commercial, banking, and transportation center.
Lahore has many historical buildings, many dating from Mughal times. These include the palace and mausoleum of Emperor Jehangir, Lahore Fort, and the Wazir Khan mosque Badshahi mosque. Other historical monuments here include the terraced Shalamar Gardens, Lahore Museum, and the Golden and Pearl mosques.
Lahore has many universities and colleges for example the country's oldest university, the University of the Punjab, as well as the University of Engineering.
**Peshawar**
Peshawar is the capital of North-West Frontier Province. The city is a commercial center and the traditional stop for the traders coming from Afghanistan. Industries include handicrafts and processed food and the manufacture of footwear, silk, and cotton textiles. Peshawar University was established here in 1950. Peshawar Museum, which has important collections of sculpture of the ancient Gandhara civilization, is also in Peshawar.
**Wrap-up Q/A**
Conduct an oral quiz.

- Lahore is the capital city of which province?
- Which historical buildings are there in Lahore?
- What are important universities of Lahore?
- Peshawar is the capital city of which province?
- What are major industries of Peshawar?

| **Level 3**<br><br>**Term 2**<br><br>**Week 2**<br>**Day 4** | **Lesson Plan** | **Learning about our urban and rural communities** |
|---|---|---|

- Revision

| **Level 3**<br><br>**Term 2**<br><br>**Week 2**<br>**Day 5** | **Assessment** | **Learning about our urban and rural communities** |
|---|---|---|

**Use worksheets and questions given with the lessons.**

## Social Studies Lesson Plans

**Level 3**
**Term 2**
**Week 3**

| Week | Curriculum Strand | Topic | Day | Specific Objective | Home work |
|---|---|---|---|---|---|
| 3 | Learning about our Urban and rural communities | Our Communit y | 1 | The students will be able to learn about few major cities of Pakistan | |
| 3 | | | 2 | do | H.W |
| 3 | | | 3 | . | |
| 3 | | | 4 | do | H.W |
| 3 | | | 5 | Revision | |
| 2 | | | 6 | Assessment | |

| Level 3 | | Learning about our urban and rural communities |
|---|---|---|
| Term 2 | - Lesson Plan | |
| Week 3<br>Day 1 | | |

**Topic:** Our Community
**Objective:** The students will be able to learn about few major cities of Pakistan
**Activity:** discussion, written work
**Material:** chalk, chalkboard, notebooks
**Procedure**
**Warm-up Q/A**
Revise the information introduced in the previous lesson.
**Written work**

- Lahore is the capital city of which province?
- Which historical buildings are there in Lahore?
- What are important universities of Lahore?
- Peshawar is the capital city of which province?
- What are major industries of Peshawar?

| Level 3<br><br>Term 2<br><br>Week 3<br>Day 2 | Lesson Plan | **Learning about our urban and rural communities** |
|---|---|---|

**Topic: Our Community**
**Objective:** The students will be able to learn about few major cities of Pakistan
**Activity:** discussion, written work
**Material: Copy of the worksheet, pictures**
**Procedure**
**Warm-up Q/A**

- Ask what do you know about Lahore and Peshawar.
- Then tell today we will learn about Karachi and Quetta

**Explanation**

- Karachi is near the cost line; it is Pakistan's largest city and its main business, transportation, financial, commercial, and manufacturing center. Most of the international trade of Pakistan passes through the city's busy modern port. There are highways and railroads in the city, and a modern airport, which is a stopover and refueling point for intercontinental flights.
- Among the many products of Karachi are steel, textiles, chemicals, refined petroleum, footwear, machinery, handicrafts, and processed food. Fishery is another big industry in Karachi. The city also is an important banking center and has a stock exchange.
- The University of Karachi and several other institutions of higher learning are here. The tomb of founder of Pakistan Quaid-I-Azam Muhammad Ali Jinnah is also in Karachi.
- Karachi is the capital of the province of Sindh.

**Quetta**
Quetta, the capital of Baluchistan in Pakistan, is an important trade center. Its industries include fruit canning and chromite mining. Good quality of fruit is produced in Quetta, which is exported. There is a Defense College in Quetta where army officers from many countries come for training.
**Wrap-up Q/A**
Conduct an oral quiz.

- What are major products of Karachi?
- Why is Karachi an important trade center?
- Which important training college is in Quetta?

| Level 3 | | Learning about our urban and rural communities |
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**Topic: Our Community**
**Objective:** The students will be able to learn about few major cities of Pakistan
**Activity:** discussion, written work
**Material: Copy of the worksheet, pictures**
**Procedure**
**Warm-up Q/A**

- Revise the information introduced in the previous lesson.

**Written work**

- What are major products of Karachi?
- Why is Karachi an important trade center?
- Which important training college is in Quetta?

**Fill in the blanks**

- The tomb of founder of Pakistan________________ is in Karachi.
- Karachi is near the________________.
- Karachi is the capital of the province of ________________..
- Quetta is the capital of province ________________.

| Level 3<br><br>Term 2<br><br>Week 3<br>Day 4 | Lesson Plan | Learning about our urban and rural communities |
|---|---|---|

- Revision

| Level 3<br><br>Term 2<br><br>Week 3<br>Day 5 | Assessment | Learning about our urban and rural communities |
|---|---|---|

**Use worksheets and questions given with the lessons.**

**Social Studies Lesson Plans**

**Level 3**

**Term 2**

**Week 4**

| Week | Curriculum Strand | Topic | Day | Specific Objective | Home work |
|---|---|---|---|---|---|
| 4 | Learning about our Urban and rural communities | Our Communit y | 1 | The students will be able to learn about few major cities of Pakistan | |
| 4 | | | 2 | do | H.W |
| 4 | | | 3 | . The students will be able to learn about difference in a town and a village | |
| 4 | | | 4 | do | H.W |
| 4 | | | 5 | Revision | |
| 4 | | | 6 | Assessment | |

| Level 3 | | Learning about our urban and rural communities |
|---|---|---|
| Term 2 | Lesson Plan | |
| Week 4 | | |
| Day 1 | | |

**Topic: Our Community**
**Objective:** The students will be able to learn about few major cities of Pakistan
**Activity:** explanation, quiz
**Material:** chalkboard, notebooks
**Procedure**
Warm-up Q/A
What do you know about Karachi and Quetta? Listen to their responses.
Then tell today we will learn about Islamabad and Faisalabad.

**Explanation**
**Islamabad**
Islamabad is the capital city it lies at the foot of the Margalla Hills in northeast Pakistan. It is a planned city. It is different from other cities because it the government's headquarter. All the government offices and departments as well as embassies of foreign countries are in Islamabad.
The city is divided into eight zones, each characterized by its specific function, such as government, commerce, or light industry. These zones include a greenbelt and a national park that contains farms, gardens, and research institutes. In anticipation of expansion, a sizeable area surrounding the city has been designated for future development. The Rawal Dam, provides Islamabad with its water supply.
Main buildings include the National Assembly Building, the Grand National Mosque, the Secretariat, and the University of Islamabad.
**Faisalabad**
Some cities in Pakistan are industrial cities Faisalabad is one of those. It has a developed as a textile industry. It has factories, which make cloth and cloth material.
It lies in an area watered by the Lower Chenab Canal, where cotton, wheat, vegetables and fruits are grown. It is an industrial center having railroad-repair shops, engineering works and mills that process sugar, flour, and oilseeds. Local workers manufacture cotton and silk textiles, hosiery, dyes, agricultural equipment, and ghee. Faisalabad has University of Agriculture.
**Wrap-up Q/A**
Conduct an oral quiz.
Q-1) How is Islamabad different from other cities?
Q-2) All the government offices and departments as well as embassies of foreign countries are in Islamabad.
Q-3) Name the important buildings of Islamabad?
Q-4) Which major university is situated in Faisalabad?

| **Level 3** | | **Learning about our urban and rural communities** |
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| **Term 2** | **Lesson Plan** | |
| **Week 4**<br>**Day 2** | | |

**Topic: Our Community**
**Objective:** The students will be able to learn about few major cities of Pakistan
**Activity:** revision, written work
**Material: notebooks, chalkboard**
**Procedure :**
**Warm-up Q/A**
Revision
**Written work**
**Fill in the blanks**
Islamabad is the ________________ city of Pakistan.
Water supply is provided to Islamabad by______________.
Faisalabad has a developed _____________ industry.
Faisalabad lies in an area watered by the_________ Canal.

Q-1) How is Islamabad different from other cities?
Q-2) All the government offices and departments as well as embassies of foreign countries are in Islamabad.
Q-3) Name the important buildings of Islamabad?
Q-4) Which important university is situated in Faisalabad?

| Level 3 | | Learning about our urban and rural communities |
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| Term 2 | Lesson Plan | |
| Week 4<br>Day 3 | | |

**Topic: Our Community**
**Objective:** The students will be able to learn about difference in a town and a village
**Activity:** discussion, oral quiz
**Material:** chalkboard, notebooks
**Procedure** :
**Warm-up Q/A**
What type of community your village is? Is it small or large? What facilities do you have in your village? Try to get maximum responses from students by giving clues and discuss.
Then explain

**Explanation**
A town is also a community. It is smaller than a city and there is more open space. Some houses are large. It has one central market and a business center. Usually a town has a bank, telephone facility, a small hospital a bus stand etc.
A village is a small community. People live in small houses made of mud, some people use stone or bricks also to make houses. Villages have large open spaces around them. These spaces are used for farming. They grow crops and vegetables in the fields.
In a village people usually follow farming as an occupation. Apart from this there are occupations such as cobbler, carpenter, laborers, barber, teacher, bricklayer etc.
There are no tall buildings in a village. There is a school and small clinic as well as a mosque. Keeping animals is considered very important. People keep animals to get milk, meat and eggs. There are no roads in a village. Usually there is a small market from where people get the things of their daily use.
For transportation people use horse driven carts and small vans.

**Wrap-up Q/A**
Conduct a brief quiz.
What type of community a town is?
What kinds of houses people have in a village?
What occupations usually people follow in a village?
What kind of transport people use in a village?
In a village how do people use most of the land?

| **Level 3** | | **Learning about our urban and rural communities** |
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| **Term 2** | **Lesson Plan** | |
| **Week 4** | | |
| **Day 4** | | |

- Revision

| **Level 3** | | **Learning about our urban and rural communities** |
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| **Term 2** | **Assessment** | |
| **Week 4** | | |
| **Day 5** | | |

**Use worksheets and questions given with the lessons.**

**Social Studies Lesson Plans**

**Level 3**
**Term 2**
**Week 5**

| Week | Curriculum Strand | Topic | Day | Specific Objective | Home work |
|---|---|---|---|---|---|
| 5 | Learning about our Urban and rural communities | Our Community | 1 | The students will be able to learn about difference in a town and a village | |
| 5 | | | 2 | The students will be able to make a comparison between a village (rural community) and a city (urban community) | H.W |
| 5 | | | 3 | . The students will be able to learn about what do they have in their community | |
| 5 | | | 4 | do | H.W |
| 5 | | | 5 | Revision | |
| 5 | | | 6 | Assessment | |

| Level 3 | | Learning about our urban and rural communities |
|---|---|---|
| Term 2 | Lesson Plan | |
| Week 5<br>Day1 | | |

**Topic: Our Community**
**Objective:** The students will be able to learn about difference in a town and a village
**Activity:** revision, written work
**Material:** notebooks, chalkboard
**Procedure**
**Warm-up Q/A**
Revise the information introduced in the previous lesson.

**Written work**

- What type of community a town is?
- What kinds of houses people have in a village?
- What occupations usually people follow in a village?
- What kind of transport people use in a village?
- In a village what do people use most of the land for?

| Level 3<br><br>Term 2<br><br>Week 5<br>Day 2 | **Lesson Plan** | **Learning about our urban and rural communities** |
|---|---|---|

**Topic: Our Community**
**Objective:** The students will be able to make a comparison between a village (rural community) and a city (urban community)
**Activity:** discussion, written work
**Material:** Chalk, chalk board, notebooks
**Procedure**
**Warm-up Q/A**
Revise the information about a city and village community. Discuss what each community has in terms of buildings, occupations, transportation, use of land etc.
**Explanation**

| | City(urban community) | Village(rural community) |
|---|---|---|
| Buildings | Big buildings, apartments, large houses made with bricks & cement | Small house made with mud and stone, some times with bricks |
| Transportation | Buses, cars, train, aero plane, | Small vans, animal driven carts |
| Occupations | Engineers, teachers, doctors, architects etc | Mostly farmers, cobblers, laborers, |
| Use of land | Mostly used in constructing buildings, parks | Mostly used for growing crops and vegetables |
| Facilities | Health, education, Jobs | Lack of health, education and jobs |

Explain and discusses the differences.
**Written work**
Students will prepare a similar chart in their notebooks to make comparison in a city and village

| Level 3<br><br>Term 2<br><br>Week 5<br>Day 3 | **Lesson Plan** | **Learning about our urban and rural communities** |
|---|---|---|

**Topic: Our Community**
**Objective:** The students will be able to learn about what do they have in their community
**Activity:** discussion, written work
**Material:** Chalk, chalk board, notebooks
**Procedure**
**Warm-up Q/A**

Revise the information about a city and village community. Discuss what each community has in terms of buildings, occupations, transportation, use of land etc.

Then explain the students that they will think and write down what do they have in their own community (village).

**Activity**

Distribute the worksheet and explain the task.

| **Level 3**<br><br>**Term 2**<br><br>**Week 5**<br>**Day 4** | **Lesson Plan** | **Learning about our urban and rural communities** |
|---|---|---|

- Revision

| **Level 3**<br><br>**Term 2**<br><br>**Week 5**<br>**Day 5** | **Assessment** | **Learning about our urban and rural communities** |
|---|---|---|

## Use worksheets and questions given with the lessons.

**Social Studies Lesson Plans**

**Level 3**
**Term 2**
**Week 6**

| Week | Curriculum Strand | Topic | Day | Specific Objective | Home work |
|---|---|---|---|---|---|
| 6 | Learning about our Urban and rural communities | Our Community | 1 | Project: Making a model of village and a city | |
| 6 | | | 2 | do | H.W |
| 6 | | | 3 | . | |
| 6 | | | 4 | do | H.W |
| | | | 5 | Revision | |

| **Level 3** | | **Learning about our urban and rural communities** |
|---|---|---|
| **Term 2** | **Lesson Plan** | |
| **Week 6**<br>**Day 1to 6** | | |

**Topic: Our Community**

**Objective:** The students will be able to prepare a clay model of a village and a city to depict the differences between the two

**Activity:** Making a model

**Material:** large boards to be used as a working surface for model (one per group ) Modeling clay or ordinary clay if available available, charts different colors, pictures of vehicles and buildings in a city, domesticated farm animals, straws

**Procedure**

**Activity**

- Divide the class into groups of four.
- Assign half the groups to prepare a model of city and half the groups to prepare a model of village.

**Follow-up**

**Students will present their work and explain what they have made.**

**Social Studies Revision Plan**

**Level 3**

**Term 2**

**Week 7**

| Week | Curriculum Strand | Topic | Day |
|---|---|---|---|
| 7 | Learning about our Urban and rural communitie s | Our community Revision | 1 |
| 7 | | do | 2 |
| 7 | | do | 3 |
| 7 | | do | 4 |
| 7 | | do | 5 |
| 7 | | do | 6 |

**Level 3**

Term 2

**Week 8**

| Week | Curriculum Strand | Topic | Day |
|---|---|---|---|
| 8 | Learning about our Urban and rural communities | Our Communit y Revision | 1 |
| 8 | | Revision | 2 |
| 8 | | do | 3 |
| 8 | | do | 4 |
| 8 | | do | 5 |
| 8 | | do | 6 |